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The Normal Red Letter

VOLUME IV. State Normal School, Moorhead, Minnesota, February, 1903. No. 5

THE OUTLOOK.

BY DR. WILLIAM W. PAYNE, CARLETON COLLEGE.

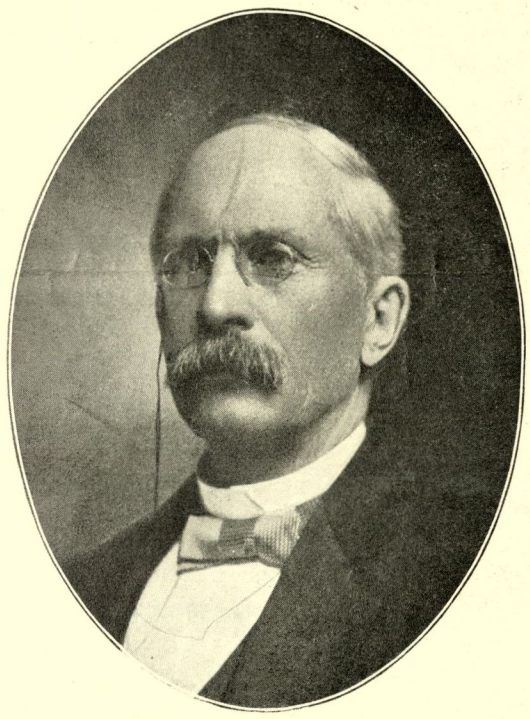
The outlook for education in Minnesota, at the present time, in many respects, is very encouraging. Minnesota is not yet fifty years old, as a state, still it has 747 rural schools, 243 semi-graded, 119 graded schools, 141 high schools, 5 normal schools, 10 colleges and academies, and a state university that compares well with the oldest and the best in the Union. The growth of the University has been rapid, because able men have been in places of responsibility. They, and they only, can give an institution of learning power in the eyes of the people. One noble man has left him impress upon it ineffaceably. If the Figure on the University campus were a single pearl of fabulous price it would not measure the worth of John S. Pillsbury for education and statecraft in Minnesota.

Our system of public instruction is considerably varied and specialized for a state so young, and it seems to me to be effective, so far as it is developed; but there are some important features in the present state of its development that need careful attention, and vigorous oversight. To begin at the bottom, in the common school, the one great thing needed there is the well-trained teacher. How to secure enough of them, and to protect the position so that it will be more attractive to young people of ability to teach, are troublesome questions for school officers now-a-days.

How important these questions are in our state may be seen from Supt. Olsen's report for the last school year. The number of teachers in the rural schools was: Men, 1613; women, 6,952; total, 8,565. Of this number 2,061 are graduates of the high school, 780 of the normal schools and 198 of the colleges. Of this number 682 have been teaching three years or more; 1,272 have taught two years, and 4,533 only one year.

Let us get the meaning of these figures. More than 2,000 teachers in the rural schools last year had the preparation only of the high school. More than half of all rural teachers had previous experience of only one year. In addition to this, 5,521 of the rural teachers out of 8,565 are not classed with those having completed any course of study, either in the high school, normal school, or college, as a preparation for their work.

The state superintendent still further intimates that many of the rural teachers are so young, that it is best to raise the age limit for certificates to teach, from 17 to 18 years, and he has so recommended. In the independent and special school districts of the state, the number of teachers employed was: Men, 361; women, 3,679; total, 4,040. Of this number 2,055 were graduates of high schools, 1949 of normal schools, and 666 of colleges. Of these teachers, 2,089 have held positions continuously for three years or more; 896 for two years, and 1,060 only one year. From this showing it is plain that better teachers and more of them are needed in the rural schools. The graduates of the high schools are employed as teachers, because the normal schools, the teachers' real training schools are unable to supply the demand. This is true, mainly for three reasons, viz.: (1.) Courses of training are too long in the normal schools for the rural schools as they now are. (2.) The qualified teacher is not protected by law as such should be, and (3.) the normal school, the teachers' college, for matter and method in rural and grade work, has not the large place in our public school system that rightly belongs to it. It seems to me, the action of the State Normal Board, three years ago, in abolishing the elementary course of study in the normal schools was a serious mistake. These schools should be as near to, and as fully in touch with, the teachers in the rural field as possible. The normal presidents fully realize this. In speaking of this action of the Normal Board one of them recently said: "It has practically cut the normal schools off from the rural schools, both in getting pupils from them, and in furnishing teachers for them. It has reduced the output of graduates from



DR. WILLIAM W. PAYNE.

about 100 per year to about 70, while we ought to be increasing the number of trained teachers, to meet the increase in population and the development of our educational system." The president of another normal school, under date of Dec. 10, said: "The elementary course of study in the normal schools served as a logical connection between the rural schools of this state, and the work which the normal schools are expected to do. When that course of study was abolished, pretty nearly all this relationship was wiped out." in the same letter it is said: "I suppose there were, a year ago, 150 or 175 more normal school graduates teaching in Minnesota than there are to-day."

From evidence like this it is plain that normal school instruction in this state, is not receiving the support and the aid that places it in the lead of all other sources to furnish trained teachers for elementary work. For the rural and the graded schools in this state there is now need of a steady supply of 10,000 qualified instructors. During the last school year there were only 2,729 nomal school graduates at work, in this, their own special field. The fault is not at the door of the normal schools, certainly, but elsewhere; for, I believe, its preparation is the very best that a teacher can have, as far as it goes, because it deals very directly with things a teacher ought to know; it tests him critically in approved methods of individual training; it cultivates assiduously exact expression of thought from clear impression in the student's mind; and, best of all, it wisely deals with child training, as a natural outgrowth of rational child-study in its modern aspects. I do not need to be more specific,—the professional teacher knows full well, how the American ways of child-study claim the attention of scholars abroad, and in quality of work satisfy the demands at home. We are assured of the wise plan and the strong foundation of the normal school, but the main question now is, how shall these schools meet existing demands for the large number of rural teachers constantly needed. Teachers' Institutes of a week or two in duration are useful; they stimulate to worthy effort in the best they know; but they do not train teachers to teach. System and time are lacking. Summer schools, from four to six weeks are better, but these are not training schools for teachers in the sense of securing habit in thought and breadth in method. At best they are only aids to true normal school work, until something better can be secured to provide the essentials of a preparation for the teacher's work. If the position here claimed is the right one, the state normal schools, in each of their respective localities, ought to be made the first and most important points for holding institutes and summer schools for teachers.

The next feature in this outlook for common education is the late scheme, for the consolidation of the small and weak rural schools, into larger units for better and cheaper school facilities. It is very surprising to know how this new movement is being tried in different parts of the United States. In Wisconsin the law permits the centralization of the rural schools in three ways: (1.) By the suspension of school in one or more districts and the payment of pupils' tuition in another school. (2.) By consolidation through the action of a town board of supervisors, and (3.), under the township system. In these ways Wisconsin expects to make its rural schools 1,000 less in number, and thereby prevent waste of money, and increase their efficiency. Ohio began this work in 1894. The movement in some parts of New England is a necessity, because, so many of the rural people have migrated. Massachusetts passed a law of this kind in 1869. The single fact that in 1901, 151,773 dollars were expended for transportation of children to the central schools, shows something of the extent of the movement in that state at the present time. The South is trying the experiment. Minnesota is not entirely behind in this popular rural movement. Superintendent Olsen reports for the last year, that there are two cases of rural consolidation in Minnesota, one in each of the counties of Norman and Olmstead. These instances will be watched with interest. When the people

see that the new plan is cheaper generally, provides better school houses, makes attendance more regular, larger, and almost equally easy for all pupils, furnishes graded instruction, and, especially, better teachers, they will adopt it, and probably support it generously, because it involves so largely the welfare of their own children. But the changes from the old to the new are so many and so great, that the new plan is likely to go forward slowly; but it will advance, and it will adapt itself to the varying conditions of our rural life, and bring to it speedily the higher and better school privileges that rightly belong to it. So it would seem that the condition of the rural schools will be improved in the near future, and that the outlook for the qualified teacher in the lower grades is brighter; but it could be greatly enlarged, if the normal school privileges were extended and adapted to the field of work peculiarly its own.

Next to the well trained teacher in the common and graded schools, the most important working part of the American instruction is the high school. Exactly what place the high school should fill, in such a system, is now a question in lively discussion, in the ranks of College and University men, because of the possible relation of these schools to the professional schools which forms the ideal, or the real, field of the American University. What the high school now is, in Minnesota, is well answered in the ninth annual report of the State Inspector of High Schools, for a period ending July 31, 1902. In this report Inspector Aiton says that the total number of state high schools is 141. The law requires that the superintendents and instructors in these schools, with some exceptions, shall have a preparation equivalent to a four years course of study in some institution of higher learning like those of the University for the same period of time. Of the teachers in these schools, exclusive of the superintendents, there are 529,442 of which are college graduates, 65 are normal school graduates and 81 are classed as not having completed any regular course of study. These high schools have an enrollment of 15,715 students, and they graduated in 1902, 1,893. Mr. Aiton thinks that the 141 high schools will soon be increased to 200, and he says that there is room enough, and people enough, in this state for 500 high schools. "The only questions are those of money and shaping of instruction wisely." From these facts, it is plain, that the high school in Minnesota is having a phenomenal growth. And why is it? The answer is easy. Wise supervision and state money. But, the leading question for the high school is: What shall be its course of study, to make it a definite, integral part of a most effective system of instruction? To plan a new scheme for the future is an impossibility, if the high school is passing through an epoch of great change. If it is to remain, substantially, as it now is, earnest discussion will establish it more firmly, and adapt it more fully in its place and its possibilities. The high school course now in use, generally embraces language, mathematics, history and science, divided up into 35 themes which are completed as elementary studies, in a period of four years. A somewhat careful study of the high school courses shows that the amount of work done in the four years, can not be increased safely, unless the time be extended. If a year or more should be added to the high school course before the diploma is given, it is to be feared that the sad experience of the normal schools, during the last three years, would be repeated in the high schools, with nearly the same harmful losses. The lively contest between language and science for relative place in high school study, is likely to go on harmlessly, as it has done in the past, just as long as teachers and students differ from one another in natural bent of mind, and in their choices between these two rival branches of learning. The high school is doing a noble work in its place. It should be extended as rapidly as possible, until the whole state can share equally in its benefits and privileges. But manifestly, it is not the place, except in rare instances, to prepare students for college for the old-time "Course in Arts," where the Greek language holds undisputed sway. It is not a place to train teachers; neither does it now look as if it could ever prepare students well enough in pure mathematics for the best technical schools of our country, whose modern standards are becoming increasingly high and severe. For all the mathematics that the best colleges give is not sufficient to advance students much in special lines in these graduate courses, because so much specialization is required that the time element for the college is an impossibility.

Another grade in our public education, which lies between the high school and the professional school of recent times, is the old-fashioned college, so changed in its methods and spirit, as to adapt it to modern life, in its new and varied activities. The college of today is not what it was 50 years ago. It is broader, it is more liberal, it is more scientific in its methods of work; and, it is still, more than ever, the leader of popular thought and public opinion in the great enterprises of the day. Except in rare instances, it furnishes the brains that manages capital. On the other hand it does not stultify or enslave honest and intelligent labor. It offers an ideal, and a stalwart manhood which is able to battle with the debasing and mercenary spirit of the times. In view of these stern facts, and many others like them, it seems to me passing strange, that scholars of rank should see in the future, only peril and destruction for the time-honored college, with all its traditional history. But, it is true, that college men are the first to tell their fears, and to sound alarm in education circles from ocean to ocean. Their fears for the life of the college, as they feel them, are very real; their bold alarm is sincere, and, mingled with pity for the unfortunate college that probably will soon meet the fate of inevitable destruction. The present discussion is mainly in two lines of thought. 1. That the four years college course be reduced to three years or to two years. 2. If the four years college course is generally reduced so much as one or two years, it means the ultimate destruction of the college as such, for then, its work can be done by other schools. I do not believe that the arguments for radical changes in the college will stand well, or very long, at the bar of public opinion in the United States. What, then, is the real status of the modern college in this country? If we turn our attention to its history, and notice the circumstances of its origin, how it sprang up in the church in the 12th century, and then found place in the old Universities of Paris, Oxford and Cambridge with a traditional curriculum of four years,

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we will see how the college was transferred to the new world, beginning, more than a century ago, with Harvard in which it was required that Latin be the language spoken among the students, the Greek testament a leading study, and the mathematics in a very limited range; and yet, through all this early period the four years of time, as a time element in study, has been the one solid feature in scholarly training, to which colleges have held with very great tenacity. I know there was unrest about this time element years ago, and in two instances at least, the attempt was made to lessen the period, or to give the diploma on the ground of merit only. The first college soon returned to its old four years' course, and the second remained conspicuously alone, although supported by Thomas Jefferson, as the ideal college in his judgment.

Most of the American colleges founded before the 19th century, and many established since, were designed especially to train men for the ministry. Now, as in other professional callings, the theological seminary must complete this work. But this is not all. The great advancement in knowledge that has come during the last fifty years has opened three distinct lines of study and investigation, nature, man and God, where only one was prominently pursued before, and that was in the direction of theology. Now, each of these three great departments of knowledge is divided into a score of separate branches, all of which promise well, if the painstaking student will only wait patiently, and work indefatigably in his search after data in these new fields of science. All this has a very significant bearing now, on the range and the quality of the work; but all this science as useful and profound as it may be, is, by no means, the chief thing for the stability of the college in public education. It is rather, infinitely rather, what a college may do in helping to build up a strong Christian character in young men and women for the severe battles of the 20th century. We know that the high schools or the state universities, if they are the best, cannot put the elements of Christian training in the foreground of their daily work and pronounced influence. Such an attitude is distinctly denied to all public schools by the laws of our state. The men who guide these schools often are able and excellent Christian men, but they cannot arrange and require a course in Bible study for their students without violating the law. Indirectly, they can, and do, promote high moral aim, and they are to be honored for it, and their reward is a sure consequence. But, this is not enough to accomplish an end, and leave the deep impress on young life that many good people desire, and, that they conscientiously will have, because they know that their children must meet insidious and powerful evil on every hand in the strenuous life before them. They know that Christian manhood is at a premium now, and that Bible truth is its refining power and its staying quality. They know that Christian scholarship does not take second rank in the college, or in the world, and therefore they want it. They pay, even, added cost for it, when it is necessary. The old college has its place in the hearts of the people. It holds a generous place in the heart of Christian philanthropy, so that millions of dollars flow into its treasury every year, as free will offerings to the noble cause of Christian education; and, I believe, it has an abiding place in the system of American education.

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The Japanese Magazine of Child-Study has recently begun its career in Tokyo through the agency of some Japanese students who have been studying the child-study movement and literature in this country.

President Charles W. Dabney of the University of Tennessee and President Edwin A. Alderman of Tulane University made strong addresses at a meeting in the interest of education in the south, convened in Carnegie Hall, New York City, on the evening of January 9th.

At the December convocation President Harper announced a new gift by John D. Rockefeller to the University of Chicago amounting to one million dollars. In addition to this splendid donation, other gifts were received aggregating nearly five hundred thousand dollars.

Dr. E. B. Huey, formerly instructor in psychology in the Moohead Normal School, has recently accepted the chair of educational psychology in the new state normal department in connection with Miami University at Oxford, Ohio. He entered upon his duties there December 10th. The Red Letter wishes him abundant success in his new position.

The Journal of Pedagogy, so ably edited by Dr. Albert Leonard for many years, is now under the editorial direction of Professors W. H. Metzler and J. R. Street of Syracuse University. Dr. Leonard resigned the presidency of the Michigan System of Normal Schools to go to the head of the editorial department of the Houghton-Mifflin Company, which change necessitated his giving up the Journal. The office of the Journal of Pedagogy has been removed from Ypsilanti to Syracuse.

The people of this state are awaiting with interest the action of the legislature with reference to the relation of the board of control to the schools. Governor Van Sant has recommended the removal of the normal schools and the university from the control of that board, and a bill has been presented to the legislature embodying his suggestion; while the other state institutions desire abolishment of the board.

Beginning with the new year, the University of Tennessee established a school of education on the general plan of Teacher's College, at Columbia University. Those chosen to take charge of the professional work are: Science and Art of Teaching, Prof. P. P. Claxton, formerly of North Carolina Normal and Industrial Institute; Psychology and Ethics, Prof. B. B. Breese, who was educated at Harvard and Columbia; and Philosophy and History of Education, Prof. Wycliffe of Peabody Normal College in the University of Nashville.

The recommendation by Governor Van Sant in his recent message to the legislature that the salary of the state superintendent be increased from $2,500 to $3,500 should meet the approval of the school men of the state and should be duly acted upon by the legislators. Many county superintendents in eastern states receive larger salaries than even the latter amount for duties vastly less arduous or important. The sum of $5,000 would be more in keeping with the dignity and responsibility of the position.

The recent death, abroad, of Mrs. Alice Freeman Palmer, wife of Prof. George H. Palmer, of Harvard University, has removed one of the most influential advocates and promoters of the higher education of women in this country. The Outlook comments on her service as follows: "Called to the presidency of Wellesley College at a time when that institution was in a formation stage, she brought to her work entire faith in its prime importance, its dignity, and its practical usefulness. She brought also many womanly graces; a skill in dealing with affairs and with people which was the highest form of tact, sound judgment, and capacity not only for attracting others but making them allies in the work to which she had given her heart. She was not only the head of Wellesley College, she was its hostess; and in that early experimental period no woman could have filled with more judgment and success the difficult position of a hostess."

At the dedication, on January 7th, of the magnificent new marble library building for the erection of which Andrew Carnegie donated $350,000 to the city of Washington, President Roosevelt delivered one of his remarkable brief but forceful addresses. His main thought was that while the public schools provide to a certain extent for the education of children, the enormous majority of our people must, of necessity, educate themselves. For such education no instrumentality is more effective than a good library accessible to all the people. That alone is true philanthropy which enables people to help themselves. In this sense all of Mr. Carnegie's donations of libraries have been philanthropic because they have enabled people to educate themselves. At the close of the exercises Mr. Carnegie expressed his approval of the wise expenditure of his money by offering the city a second present of $350,000 for the establishment of branch libraries in different parts of the city.

Professor Booker T. Washington has recently added another to his numerous evidences of sound judgment and a well defined aim in his trying position as educator and leader of an unpopular race. In a public letter he denied any intention or ambition to become active in politics in the interests of his people. His interviews with the president and other public men "have grown out of his position, not as a politician, but as an educator." He not only avoids participation in public office himself, but discourages such ambition on the part of his people. His wonderfully sensible letter concludes:

"As an educator, and not as a politician, I strive in every honorable and rational way to encourage the wise and enduring progress of my people; for if all inspiration and hope of reward is to be denied them they will be deprived of one of the greatest incentives to intelligence, industry and righteousness. On the other hand, if they are encouraged in sensible and conservative directions, they will grow year by year into contentedness and usefulness."

In his annual report to the trustees of Cornell University, recently publisned, President Schurman discusses at some length the length of the college year and of vacations. He urges the belief that while a long summer vacation is of great value to the professors in the opportunity for personal rejuvenation and growth or for productive research and writing, it is not a good thing for most of the students. And as the college exists primarily for the students its routine should be adapted to their welfare. He believes that three months of idleness, in midsummer, is not only a waste of time but is dangerous to character. Only a minority of students in the technical and professional schools make any good use of the summer recess by practically applying, in office or field, the principles of the lecture room and laboratory. Prof. Schurman therefore recommends the establishment of a regular three-months summer term, equivalent to the other three terms in every way, which shall offer to all students the opportunity for continuous study throughout the year. He suggests this as a superior plan to any proceeding from other sources for reducing the length of the college course for the A. B. degree without diminishing the amount of work; for by this plan a student could complete the four years' course in three years. Those in need of physical or mental rest could drop out during the summer term and resume their work in the fall as under the present plan. Those professors not desiring to work during the summer would be replaced for that term by specialists from other institutions.

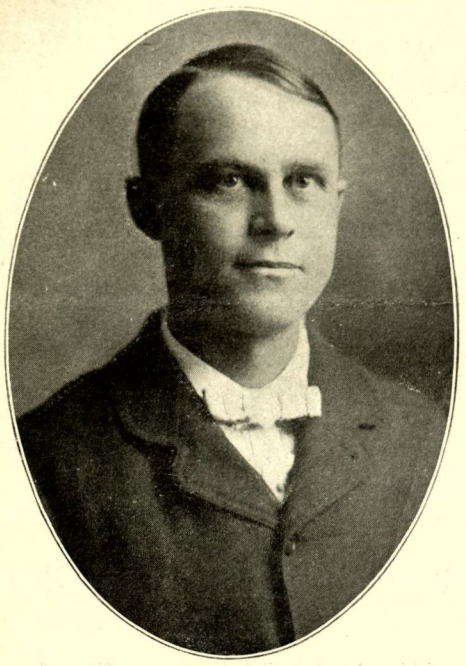
The report is averse to requiring the A. B. degree for admission to the professional schools of the institution, on the ground that such requirement is undemocratic and discriminates against those who are ambitious for a professional career, but are financially unable to pursue a college course. While there are probably good reasons for keeping down the entrance requirements to the technical and professional schools at Cornell the reason given seems somewhat sentimental. The test of the excellence of the medical or any other profession is not the democratic character of its qualifications for membership, but the efficiency of its service. The professions should exist not for those who desire to enter them, but for society which demands their services. And if the efficiency of service can be materially increased by requiring a collegiate course as a preliminary to technical training, then such qualification should be demanded by professional schools whether it be democratic or not. It is not the ultimate aim of any educational institution to be democratic, but to furnish the best trained men possible for the democracy.

NEWS COMMENT.

Since the selection of Mr. Ellsworth's spirited lyric in the state song contest conducted by the Minneapolis Journal, many a song in celebration of Minnesota has leaped boldly into print, waving its belated little flag and piping a shrill hurrah. Of course we can't get too much of a good thing in the way of state patriotism, and each of the songs adds a new variety of tree or another industry to the profuse

charms of the Land of Many Waters; but surely the Castalian fount is running dangerously near dry when the Muse pumps up such lines as these:

"They battled 'gainst oppression's hate," and



HON. C. A. NYE.
Appointed Resident Director by Governor Lind, January, 1899.

"Dairies, barns and orchards stud the bread-and-butter state."

* * * *

Hon. S. G. Comstock, the father of the Normal School and for ten years its resident director, has been appointed to the directorship, to succeed Hon. C. A. Nye, whose term expired with the close of 1902. Mr. Nye has been an efficient director, and his relations with the normal community have been most cordial. It is eminently fitting, however, that Mr. Comstock, who so thoroughly understands the needs of the school, should again be placed in charge of its business interests.

* * * *

A large congregation, representing all phases of the life of our city, gathered at the Congregational church Sunday evening, February 1st, to listen to Pres. Weld's lecture on Crime and its Punishment—a subject which his study and experience have so amply fitted him to discuss on broad and constructive lines.

* * * *

The former residents of New England held their annual social and banquet in Fargo Monday evening, January 22d. The evening's entertainment consisted of a choice dinner, a literary and musical program and finally a social hour. The literary numbers on the program included an address by Dr. Hult of the Agricultural College on the New England Poets, and a reading by Miss Osden of the Normal. The meeting is reported to have been one of the most successful ever given by the club.

* * * *

Originality is not usual in a grammar class; but it is surely a characteristic of some of the individual students in the class in senior methods. Witness: "Some nouns form their plurals by adding en to the singular; example, chick—chicken"; "Some words form their plurals after the custom of the language from which they are derived; example, formula—formulas."

* * * *

The annual city election occurs February 17th. Mr. C. A. Nye, formerly our regent, is a candidate for mayor, and Mr. Ballard of the faculty, is a candidate for alderman from the fourth ward.

* * * *

Gymnasium work has been going on in room 39 since the holiday intermission. Miss Osden directs the exercises of the girls, who are divided into two classes, one meeting at nine o'clock in the morning and the other at three in the afternoon. The beginning exercises were somewhat informal and spontaneous; basket ball practice has had some attention, and exercises with wands, marching and elementary military tactics have made up the better part of the drills thus far. Mr. Chambers has given the boys a variety of exercises, chiefly with dumb-bells, and has awakened a wide interest among the young men in this kind of systematic exercise. The work is purely voluntary, but has enlisted most of the students. As soon as the new gymnasium is ready the work will take on a new attractiveness and dignity.

* * * *

Dr. J. H. Rindlaub was married to Miss Maie Bruce Douglas on the evening of January 31st at Gethsemany Cathedral, Fargo, amid surroundings of exceptional beauty. Dr. Rindlaub's parents from Platteville, Wis., his sister Julia, from the University of Wisconsin, and his brother Martin from Johns Hopkins University, were among the guests from out of town.

* * * *

Mr. and Mrs. Ballard entertained the Junior class Saturday evening, January 17. The occasion was a most delightful one, demonstrating beyond a doubt the exceptional capacity of the Junior class for genuine enjoyment. In the football game the Little Cyclones gave the Raging Hurricanes a hard rub, but through brilliant generalship and the fiercest kind of blowing, the latter gained the victory by a score of 6 to 5. Bounteous refreshments later in the evening served to intensify the feeling of good cheer that pervaded the whole affair.

* * * *

Mr. and Mrs. Stanford gave a party to the Senior class on Saturday evening, January 24th. Progressive games were indulged in during the earlier part of the evening in which May Kinyon and Dora Johnson carried off the honors. Dainty refreshments were served in the dining room which was tastefully decorated in the class colors, rose and green. Miss Heisser presided at the table and Mr. and Mrs. Hillyer also assisted the hosts. Songs and cheers for the class of '03 enlivened the occasion which was one of the happiest in the history of the class.

* * * *

From the students entering school after the holidays, twelve new members were drawn for each of the literary societies.

* * * *

On Saturday evening, January 17, the Seniors met in the music room at the main building. They seem somewhat concerned lest the Juniors should infer that the meeting was called for purposes of grave business, and insist that a mere mention of the hilarities of the occasion would stir up rankling tides of envy in the breasts of the aspiring Juniors.

* * * *

The constituton of the two literary societies has been printed and distributed among the members.

* * * *

Hon. and Mrs. Tillotson and Sup't and Mrs. Mickens gave a delightful social function to the faculties of the city schools, Fargo College and the Normal School on Tuesday evening, January 27.

* * * *

January 20th the first of an interesting series of lessons on the history of music, and the biographies of its composers was given in the first year music class.

* * * *

A number of Normal students drove to Sabin in sleighs Saturday evening, January 17th, to attend a party. A spacious hall, waxed floor, delightful music and delicious refreshments were all factors that went to make up a very pleasant time.

* * * *

The Carnegie Public Library of Fargo was formally opened Monday evening, January 27th. It is estimated that 3,000 people visited the building; they were entertained by the library board, assisted by the several ladies' clubs of Fargo. Miss Heisser served tea in the Russian booth, and Miss Florence Neal was one of the assistants in the Japanese booth. The library building is a distinct credit to the city of Fargo, the interior presenting unusual attractions both in the arrangement of the rooms and their equipment.

* * * *

On the evening of January 17th the "A" class was pleasantly entertained by Sibyl Tillotson and Grace Adler at the home of the former. After a few minutes of social intercourse, all were seated around tables to play stock exchange, a game which created much merriment. Miss Heisser, class counsellor, who introduced the game, was very wise in enforcing the rules. The most inviting of refreshments were served, after which the class took an opportunity of displaying its brilliancy in witticisms. It was near the hour of eleven when the assembled "A's" dispersed, knowing that their first gathering had paved the way for a long series of good times.

PERSONALS.

Miss Jessie Comstock was a visitor January 28.

Gertrude Ellison is teaching northwest of Fargo.

B. E. Benson visited his sister Anna on January 24.

Rev. G. L. Wilson of Mandan, visited the school January 29.

Alice Crummett received a visit from her brother January 20.

Mrs. Tibbals visited her daughter and Katherine McNiece, January 13.

K. E. Peterson, formerly a normal student, visited the school January 10.

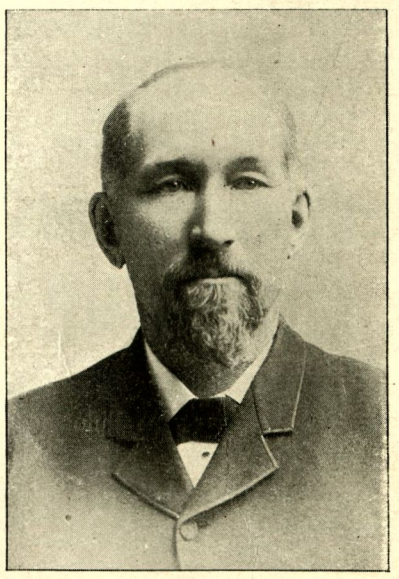
May Kinyon spent Saturday and Sunday, January 17 and 18, with friends in Casselton.

Clara E. Nelson has returned to her home in Deer Creek on account of illness.

Mr. McCoy of Grandin, visited the school on January 23, and viewed the attractions of the new building.

Celia F. Johnson returned to school, January 20, after a very pleasant and interesting trip to Pensacola, Fla.

Thina Luckason, a member of the B class of 1900, was married January 14, to J. S. Johnson, one of the most prominent merchants of Christine, N. D.



HON. S. G. COMSTOCK.
Appointed Resident Director by Governor Van Sant, Jan. 1903.

Myrtle Brown, '02, visited the school January 8th. She was employed in the county auditor's office at Bismarck until Christmas, and is now teaching at Thief River Falls.

ALUMNI.

Ethel Bell, '02, is teaching at Fergus Falls.

Marguerite Vannet, '00, spent the summer vacation in California. She continues her work at Crookston, this being her third year at that place.

Bertha Curtis, '02, is teaching a country school near her home north of town. She expects to continue her musical education at some Chicago school next year.

Three of the Crookston '01s, Nora and Mary Walsted and Lydia O'Brien, are directing youthful energies at Frazee, Devil's Lake and East Grand Forks respectively.

Rumor had it that J. P. Bengtson, '01, had decided to attend the State University next year, but in a letter to one of the boys he signified his intention to remain another year in Evansville.

J. D. Mason, '01, continues at the head of school affairs at Twin Valley, Minn. The school was placed on the graded school list last year, and judging from the inspector's report, the work is being admirably done.

Hazel Robeson, '01, whose work at the Columbia School of Oratory is almost completed, has temporarily discontinued her work, and is now teaching in one of the settlement schools near Chicago. She expects to resume her studies next year.

Clyde Gray, '01, and Amelia Tagg, '00, were quietly married at Fergus Falls December 31. Mr. Gray is principal of the Hawley schools, and has rented a neat little cottage at that place, in which he now enjoys the manifold blessings of duality.

CHRONICLE.

Jan. 6—School opens; twenty-five students register—Mrs. Stanford is given charge of two Grammar classes and American Literature—New matting in the hallways—Wheeler Hall jammed—New steel ceiling in the Hall's dining room.

Jan. 7—Meeting of Livingston society to select contestants—First meeting of boys for gymnasium work—Room 23 used as study room.

Jan. 8—Meeting of Augustine society to select contestants—Meeting of debate committee—Faculty committee selects Red Letter editors.

Jan. 9—Meeting of the young ladies in gymnasium—Hall girls go to see the fire at Fargo.

Jan. 13—Miss Osden absent—A Glee Club is organized—Debate in General History—First gymnasium work for the girls—Mrs. Weld and her father, Mr. Elwell, visit.

Jan. 14—Mankato refuses to debate—Invitations to "A" party—How is Algebra this term?

Jan. 15—Invitations to Junior party issued.

Jan. 16—Pres. Weld goes to Fergus Falls to preside at the Crookston-Fergus debate—Question for literary contest selected.

Jan. 17—"A" class party at Tillotson's—Junior party at Mr. Ballard's—Mrs. Chambers has charge of afternoon Geometry class—Several students attend teachers' meeting at High School—"Ho for Sabin!"—Senior "blow out."

Jan. 18—President Weld lectures before the Y. M. C. A. in Fargo.

Jan. 20—Celia Johnson returns to school—Grain Growers convention at Fargo.

Jan. 21—The 1:30 session of the Reading class practices vertical writing—Communication from St. Cloud regarding debate—Street car franchise carried.

Jan. 22—Livingston society meets—Hon. S. G. Comstock in school—"New England Supper" in Fargo—Pres. Weld and Mr. Reed act as judges in the oratorical contest at Fargo College—Death of Prof. Hall, Agricultural College.

Jan. 23—State Board of Control visits school.

Jan. 24—Senior party at Mr. Stanford's home.

Jan. 26—Meeting of Augustine society—Communication from Valley City regarding debate—Boice Carson sings in Fargo—Students attend Presbyterian reception at the home of Mrs. Campbell.

Jan. 27—Mr. Stanford absent; Miss Stanley takes charge of the Geometry class; Misses Barnes and Tripp, of the Physics classes; Mrs. Stanford conducts the Chemistry class—Mesdames W. R. Tillotson and C. W. Mickens entertain—Livingston society meets.

Jan. 29—Dwight Buckingham of Fargo College, visits—Board of editors meet—Double basket ball game: Moorhead High School girls vs. Valley City Normal girls and Moorhead High School boys vs. Fargo College.

Jan. 30—Miss Daisy McKenzie visits her sister Grace—Mr. Hill takes charge of the General History class.

Jan. 31—George Jenson of A. C., visits—Miss Mary Keeny greets friends and classmates—Juniors have a meeting in Museum—Party at Wheeler Hall.

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LITERARY SOCIETIES.

So much time and energy was spent in getting matters adjusted for the contest that but little attention was given to literary work during the month of January. The Augustine society, however, rendered a very successful program on the evening of January 26. A comic part song entitled "Opra" by Misses Van Houten and Jones and Messrs. Chambers and Hill elicited a vigorous encore. Bessie Gormley read a selection form "Mrs. Wiggs of the Cabbage Patch," which was followed by a dialogue by Sybil Tillotson and Blanche Louden. Leslie Fuqua read a paper on "The Evolution Theory," in which he took exception to many well established views, and indicated his firm belief in what he termed the "special creation fact." An instrumental duet by the Misses Rushfeldt closed the program.

* * * *

The annual cup contest between the Livingston and Augustine literary societies will occuron the evening of March 9 in the new auditorium. The contestants have been designated and all preliminaries perfected. The Livingston society proposed the question—Resolved, That organized labor is a greater menace to the commonwealth than organized capital—and the Augustine society chose the negative side.

The contestants are as follows

	Augustine.	Livingston
Debate—	Julius Skaug.....	Stena Henderson
	Jennie Wold.....	Clarence Natwick
	R. A. Hill....	Conrad Hovden
Oration—	Wallace Butler....	Oscar Askegaard
Essay—	Clara A. Nelson.....	Hannah Boe
Declamation—	Thora Hagen....	Mary Curran
Cocal Solo—	Bessie Van Houten..	Flora Tripp
Instrumental Solo—	Josephine Kaus..	Margaret McKenzie.

RHETORICALS.

The short story was the subject of the rhetoricals given January 19th before an appreciative audience at the Congregational church. Many of the characteristics of such reputable story writers as Mary Wilkins, Thomas Nelson Page, Richard Harding Davis and Gilbert Parker were admirably brought out by the skillful interpretations of those who took part in this entertaining program. The dialect, which often adds so much to the portrayal of character in the short story, and to its local color, was particularly well handled in the Revolt of Mother, and The Prosecution of Mrs. Dullet. Each of the other numbers had some distinction that marked it as representative of a class of short story writing; and the lively interest of the audience, the warmth of its applause and the heartiness of its after-praise, showed very plainly how happily the program had been balanced. The musical selections were nicely in keeping with the spirit of the occasion and lent additional charm and brightness to its pleasing impression. The complete program follows:

1. Trio—Last Night..... Kjerulf
   Dora Hanson, Flora Tripp, Mabel Hannay.
2. Paper—The Short Story..Robert A. Hill
3. Reading—The Revolt of Mother....
   Mary Wilkins
   Part One—Thora Hagen
   Part Two—Alta Kimber.
4. Solo—"Good Bye, Sweet Day".....
   Kate Vannah. Mabel Hannay
5. Reading—The Prosecution of Mrs. Dullet
   Thomas Nelson Page
   Martin Gullickson.
6. Reading—Van Bibber as Best Man..
   Richard Harding Davis.
   Rose Frankovitz.
7. Solo—The Eminent Doctor Fizz....
   "King Dodo."
   Mr. Will Grant Chambers.
8. Reading—A Worker in Stone
   Gilbert Parker.
   Bertha French.
9. Solo—At Parting.....Clayton Johns
   Flora Tripp.

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